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ABSTRACT

This guide contains 45 program standards for the emergency medical services program conducted in technical institutes in Georgia. The standards are divided into 12 categories: foundations (philosophy, purpose, goals, program objectives, availability, evaluation); admissions (admission requirements, provisional admission requirements, recruitment, evaluation and planning); program structure (curriculum design, program numbering system, program consistency, exit points, credentials, course code, course consistency, course sequence, electives, course transferability); program evaluation and planning (program evaluation; program planning; enrollment, graduation, and placement levels; attrition levels; student performance); instructional program (course content; course objectives; course instruction; occupation-based instruction; evaluation of students; grading system; laboratory management; equipment, supplies, and materials; physical facility); academic skills (academic requirements); employability skills (job acquisition, job retention and advancement); staff (faculty qualifications and responsibilities); advisory committee (function, membership, meetings); special needs (commitment); equity (commitment); and health and safety (commitment). Each standard consists of these components: standard statement, explanatory comment, and evaluative criteria. (KC)

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EMERGENCY MEDICAL SERVICES PROGRAM STANDARDS

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EMERGENCY MEDICAL SERVICES PROGRAM STANDARDS

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The development of Emergency Medical Services program standards is a significant step for technical education and economic development in Georgia. These standards represent a statewide commitment to provide consistent, quality technical education, to equip our graduates with the background and skills necessary to meet their individual occupational needs, and to meet the currently expanding needs of the Georgia employment market.

Many people have contributed time, effort, and expertise to the standards development project. The Georgia Board of Technical and Adult Education, the Board's Standards Committee, the standards development committee, and the project staff have worked diligently to make the establishment of these standards a reality. Robert Mabry and John Lloyd of the Georgia Department of Technical and Adult Education have provided initiative and direction for the project. Patt Stonehouse, Director of Instructional Services, has provided invaluable assistance in planning and monitoring the project.

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Chester A. Austin
Chairman, Georgia Board of Technical and Adult Education

Ken Breeden
Commissioner, Georgia Department of Technical and Adult Education

EMERGENCY MEDICAL SERVICES PROGRAM STANDARDS

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HOW TO USE THIS MANUAL

Tab Dividers

This document is divided into sections each section being divided from the others by means of a section-identifier tab. Each section contains standard(s) pertaining to a particular category of standards.

Table of Contents

The Table of Contents lists the tabbed categories of standards plus the title and identifier number for each standard within each tabbed section.

Numbering System

Each standard has a unique six-digit identifier number. The number is divided into three sets of two-digit couplets each set being divided by a dash.

Example: 03-04-05...
03 indicates standard document #3 (i.e., The Electronic Engineering Standards document).
04 indicates section #4 in the document (i.e., The Program Evaluation and Planning standards section).
05 indicates standard #5 within section four (i.e., The Student Performance standard within the Program Evaluation and Planning standards section).

Finding a Standard

Standard identifier numbers appear in the upper right-hand corner of each page. To find a given standard refer to the Table of Contents to find the identifier number of the standard of interest, select the appropriate section tab, and find the desired standard within the selected tab section.

Amendments

Registered manual holders are instructed to keep their manuals updated as amendments are disseminated.

Document Transmittal

All new or revised documents are sent to the registered holder of the manual and are recorded on a Manuals Document Transmittal Form. Transmittals are numbered consecutively, and instructions for use are printed on the form.

Amendment Record

The registered holder of the manual records the receipt of all Manual Document Transmittals on the Amendment Record. This record and instructions are found on the reverse side of the manual title page.

EMERGENCY MEDICAL SERVICES

FOUNDATIONS
(Philosophy)

Standard Statement

A philosophy statement is developed expressing the beliefs and values that govern the content and conduct of the Emergency Medical Services program.

Explanatory Comment

A statewide program philosophy statement is developed and provided for the Emergency Medical Services program. The statewide philosophy statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

The Emergency Medical Services program philosophy statement expresses the fundamental educational and occupational principles that guide the instructional process.

Evaluative Criteria

The Emergency Medical Services program has a clearly defined, written philosophy statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Emergency Medical Services program philosophy statement is developed by the program faculty, the administration, and the program advisory committee.

The philosophy of the Emergency Medical Services program is in accordance with the philosophy of the Georgia Board of Technical and Adult Education and reflects the beliefs, values, and attitudes of the institution, the instructional field, the community, and the employment market.

The written philosophy of the Emergency Medical Services program is in accordance with generally accepted emergency medical services principles and practices.

The philosophy of the Emergency Medical Services program determines the unique role of the program in meeting the technical educational needs of the students, the community, and the employment market.

The philosophy of the Emergency Medical Services program reflects a desire to achieve educational excellence.

EMERGENCY MEDICAL SERVICES

The philosophy of the Emergency Medical Services program reflects a commitment to meet the needs of business and industry.

The philosophy of the Emergency Medical Services program includes a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

The philosophy statement of the Emergency Medical Services program is approved by the administration of the institution.

EMERGENCY MEDICAL SERVICES

PHILOSOPHY

The basic beliefs, attitudes, and concepts that are the foundation of the Emergency Medical Services program are expressed in the following statements.

Emergency Medical Services is a program of study which is compatible with the policies of the Georgia Board of Technical and Adult Education and encourages each Emergency Medical Services program student to benefit and contribute as a partner in the economic development and stability of Georgia. The philosophy of the Emergency Medical Services program is founded on the value attributed to individual students, the emergency medical services profession, and technical education.

The Emergency Medical Services program of study is consistent with the philosophy and purpose of the institution. The program provides academic foundations in communications, mathematics, and human relations, as well as technical fundamentals. Program graduates are well grounded in the fundamentals of emergency medical services theory and application and are prepared for employment and subsequent upward mobility.

The Emergency Medical Services program is a theoretically and technically advanced program that provides the student with necessary knowledge and skills to adapt to the rapidly changing emergency medical services field. Important attributes for success of program graduates are critical thinking, problem solving, human relations skills, and the ability to apply technology to work requirements.

The program structure acknowledges individual differences and provides opportunities for students to seek fulfillment of their educational goals. The program does not discriminate on the basis of race, color, national origin, religion, sex, handicapping condition, academic disadvantage, or economic disadvantage.

To assist each student to attain his or her respective potential within the program, both the instructor and the student incur an obligation in the learning process. The instructor is a manager of instructional resources and organizes instruction in a manner which promotes learning. The student assumes responsibility for learning by actively participating in the learning process.

This is a dynamic field which requires attention to current curriculum and up-to-date instructional equipment. The Emergency Medical Services program must promote the concept of change as the technology evolves. The need for nurturing the spirit of involvement and lifelong learning is paramount in emergency medical services.

EMERGENCY MEDICAL SERVICES

FOUNDATIONS
(Purpose)

Standard Statement

A purpose statement delineating the instructional services which the Emergency Medical Services program provides is developed and implemented.

Explanatory Comment

A statewide purpose statement is developed and provided for the Emergency Medical Services program. The statewide purpose statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

A major purpose of the Emergency Medical Services program is to meet community and employment market needs for education in emergency medical services.

Evaluative Criteria

The Emergency Medical Services program has a clearly defined, written purpose statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Emergency Medical Services program purpose statement is developed by the program faculty, the administration, and the program advisory committee.

The purpose of the Emergency Medical Services program is in accordance with the purpose of the Georgia Board of Technical and Adult Education and the institution.

The purpose of the Emergency Medical Services program reflects the values and beliefs expressed in the program philosophy.

The purpose of the Emergency Medical Services program includes a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

The purpose statement of the Emergency Medical Services program is approved by the administration of the institution.

EMERGENCY MEDICAL SERVICES

PURPOSE

The purpose of the Emergency Medical Services program is to provide educational opportunities to individuals that will enable them to obtain the knowledge, skills, and attitudes necessary to succeed in the field of emergency medical services.

The Emergency Medical Services program provides educational opportunities regardless of race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, or economic disadvantage.

The Emergency Medical Services program is intended to produce graduates who are prepared for employment as paramedics. Program graduates are to be competent in the general areas of communications, math, and interpersonal relations. Graduates are to be competent in the six emergency medical services divisions outlined in the national curriculum: pre-hospital environment, preparatory, trauma, medical, obstetrical/ gynecological and neonatal, and behavioral.

EMERGENCY MEDICAL SERVICES

FOUNDATIONS
(Goals)

Standard Statement

A program goals statement focuses the efforts of the Emergency Medical Services program.

Explanatory Comment

A statewide goals statement is developed and provided for the Emergency Medical Services program. The statewide program goals statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

Goals are broad statements of intent that delineate the achievements the Emergency Medical Services program seeks to attain. Goals are stated in non-quantifiable terms.

Evaluative Criteria

The Emergency Medical Services program has a clearly defined, written goals statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Emergency Medical Services program goals statement is developed by the program faculty, the administration, and the program advisory committee.

The goals of the Emergency Medical Services program are in accordance with the philosophy and purpose of the program.

The goals of the Emergency Medical Services program reflect a desire to provide exemplary occupational/technical education.

The goals of the Emergency Medical Services program reflect a commitment to assisting students to achieve successful employment in the emergency medical services field as paramedics.

The goals of the Emergency Medical Services program are the basis for the development of program objectives.

The goals of the Emergency Medical Services program include a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

EMERGENCY MEDICAL SERVICES

The goals statement of the Emergency Medical Services program is approved by the administration of the institution.

EMERGENCY MEDICAL SERVICES

GOALS
(Process)

The goals of the Emergency Medical Services program are to:

1. Provide education which acknowledges individual differences and respects the right of individuals to seek fulfillment of educational needs.

2. Provide an environment which encourages the individual to benefit and contribute as a partner in the economic progress, development, and stability of Georgia.

3. Provide education which develops the potential of each student to become a productive, responsible, and upwardly mobile member of society.

4. Provide quality emergency medical services education in an atmosphere that fosters interest in and enthusiasm for learning.

5. Prepare graduates to function as accountable and responsible members within their field of endeavor.

6. Prepare graduates to function as safe and competent paramedics.

7. Prepare program graduates with the highest level of competence possible given the constraints of the interests and ability levels of the individual.

8. Provide educational and related services without regard to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, or economic disadvantage.

9. Foster employer participation, understanding, and confidence in the instructional process and the competence of Emergency Medical Services program graduates.

EMERGENCY MEDICAL SERVICES

FOUNDATIONS
(Program Objectives)

Standard Statement

An objectives statement based on established program goals is developed for the Emergency Medical Services program.

Explanatory Comment

A statewide objectives statement is developed and provided for the Emergency Medical Services program. The statewide program objectives statement may be augmented at the local level so that the unique circumstances of the community may be accommodated.

Program objectives are desired program outcomes stated in measurable, temporal, and operational terms.

Evaluative Criteria

The Emergency Medical Services program has a clearly defined, written objectives statement that is reviewed by the program faculty, the administration, and the program advisory committee.

Any addition to the Emergency Medical Services program objectives statement is developed by the program faculty, administration, and the program advisory committee.

An essential objective of the Emergency Medical Services program is to prepare students for successful employment as paramedics in the emergency medical services field.

The objectives of the Emergency Medical Services program stress learning outcomes, efficiency, enrollment, public relations, and other outcomes that impact on program quality.

A major objective of the Emergency Medical Services program is student achievement of identified exit point competencies.

The objectives of the Emergency Medical Services program include a nondiscrimination statement pertaining to race, color, national origin, religion, sex, age, handicapping condition, academic disadvantage, and economic disadvantage.

The objectives statement of the Emergency Medical Services program is approved by the administration of the institution.

EMERGENCY MEDICAL SERVICES

OBJECTIVES
(Process)

The objectives of the Emergency Medical Services program are to:

1. Provide current curriculum, instructional materials, and equipment (in accordance with available funding) which teach knowledge, skills, and attitudes appropriate to industry needs.

2. Provide educational facilities which foster learning and provide safe, healthy environments available and accessible to all students who can benefit from the program.

3. Provide academic instruction which supports effective learning within the program and which enhances professional performance on the job.

4. Provide employability skills which foster work attitudes and work habits that will enable graduates of the program to perform as good employees.

5. Nurture the desire for learning so that graduates will pursue their own continuing education as a lifelong endeavor.

6. Provide an educational atmosphere which promotes a positive self-image and a sense of personal well-being.

7. Provide education that fosters development of good safety habits.

8. Provide admission, educational, and placement services without regard to race, color, national origin, religion, sex, age, or handicapping condition.

9. Provide information to the public regarding the program that will facilitate recruitment and enrollment of students.

10. Promote good public relations via contacts and regular communications with business, industry, and the public sector.

11. Promote faculty and student rapport and communications to enhance student success in the program.

EMERGENCY MEDICAL SERVICES

FOUNDATIONS
(Availability)

Standard Statement

Written philosophy, purpose, goals, and objectives statements for the Emergency Medical Services program are made available to the staff of the institution and the general public.

Explanatory Comment

Published Emergency Medical Services program philosophy and purpose statements are important recruitment tools that help students to select programs that meet their needs.

Evaluative Criteria

The philosophy and purpose statements of the Emergency Medical Services program are published and made available to the staff of the institution and the general public.

Written goals and objectives are available for the Emergency Medical Services program.

Emergency Medical Services program philosophy, purpose, goals, and objectives statements are used by student personnel services to aid in recruiting and placing students.

EMERGENCY MEDICAL SERVICES

FOUNDATIONS
(Evaluation)

Standard Statement

The philosophy, purpose, goals, and objectives of the Emergency Medical Services program are evaluated.

Explanatory Comment

The evaluation of the Emergency Medical Services program philosophy, purpose, goals, and objectives assists the program in meeting student, community, and employment market needs.

Evaluative Criteria

Formal evaluation of the philosophy, purpose, goals, and objectives of the Emergency Medical Services program is performed annually and documents input from the program faculty, the administration, and the program advisory committee.

Evaluation of the philosophy, purpose, goals, and objectives of the Emergency Medical Services program is conducted to assure congruence with changing community and employment market needs and Georgia Board of Technical and Adult Education philosophy and purpose statements.

Evaluation of the philosophy, purpose, goals, and objectives of the Emergency Medical Services program assesses congruence with the requirements of the designated accrediting agency(ies).

Evaluation processes are designed to consider state evaluation processes and requirements and to verify that the philosophy, purpose, goals, and objectives of the Emergency Medical Services program are being fulfilled.

Evaluation of the philosophy, purpose, goals, and objectives of the Emergency Medical Services program results in revision, as needed.

EMERGENCY MEDICAL SERVICES

ADMISSIONS
(Admission Requirements)

Standard Statement

Statewide admission requirements are implemented for the Emergency Medical Services program.

Explanatory Comment

Admission refers to regular admission into a diploma granting program.

Statewide program admission requirements consider state and national occupational licensing and certifying requirements, where applicable.

The institution develops and implements clearly stated diploma program admissions policies and procedures.

Evaluative Criteria

The requirements for admission to the Emergency Medical Services program are:
a) attainment of 18 or more years of age;
b) documentation of high school graduation or satisfaction of High School Equivalency Certificate requirements;
c) achievement of the 7th grade level in math and the 8th grade level in reading and English as shown on a statistically validated test;
d) completion of application and related procedures;
e) documentation of Georgia Certification as a basic EMT;
f) documentation of a physician's examination; and
g) documentation of 6 months experience working as a basic EMT.

Admission of transfer students to the Emergency Medical Services program is contingent upon their meeting the following requirements:
a) regular admission and good standing at a regionally accredited diploma or degree granting institution; and
b) proper completion of application and related procedures.

EMERGENCY MEDICAL SERVICES

ADMISSIONS
(Provisional Admission Requirements)

Standard Statement

Statewide provisional admission requirements are implemented for the Emergency Medical Services program.

Explanatory Comment

Provisional admission is granted to qualified students who do not meet the regular admission requirements of the program.

Provisionally admitted students are allowed to take developmental studies courses and/or certain occupational courses as designated in the course sequence standard.

The institution develops and implements clearly stated policies and procedures for entry into diploma programs on a provisional basis.

Evaluative Criteria

Provisional admission to the Emergency Medical Services program is afforded those students who do not meet program admission requirements but who meet provisional admission requirements.

The requirements for provisional admission to the Emergency Medical Services program are:

a) attainment of 18 or more years of age;
b) documentation of high school graduation or satisfaction of High School Equivalency Certificate requirements;
c) achievement of the 5th grade level in math and the 7th grade level in reading and English as shown on a statistically validated test;
d) completion of application and related procedures;
e) documentation of Georgia Certification as a basic EMT; and
f) documentation of 6 months experience working as a basic EMT.

All Emergency Medical Services program students initially admitted on a provisional basis meet regular admission requirements prior to graduation.

EMERGENCY MEDICAL SERVICES

Provisionally admitted students whose English, math, and/or reading achievement levels do not meet regular program admission requirements are required to enroll in developmental studies courses approved by the Georgia Board of Technical and Adult Education.

EMERGENCY MEDICAL SERVICES

ADMISSIONS
(Recruitment)

Standard Statement

The Emergency Medical Services program recruitment materials and practices are in the best interests of the students, institution, community, and employment market.

Explanatory Comment

The recruitment effort makes potential students aware of the services provided by the Emergency Medical Services program and the institution.

The recruitment effort seeks to serve the economic development of the community by affording opportunities to prospective students.

The institution develops and implements a systematic, overall recruitment effort designed to assist students in meeting their occupational needs.

Evaluative Criteria

The recruitment effort assists in maintaining and/or increasing the Emergency Medical Services program and institution enrollments.

The recruitment effort of the Emergency Medical Services program includes participation in or assistance with:

a) development and dissemination of informational materials;
b) recruitment activities with other programs within the institution;
c) communication with potential students through contact with employers, secondary schools, organizations, the program advisory committee, and others;
d) promotion of Emergency Medical Services program awareness among individuals and groups; and
e) consideration of the industrial and business needs of the community and employment market.

All recruitment materials and practices are ethical, equitable, and accurate in the depiction of the institution, the Emergency Medical Services program, and the potential benefits of program completion.

A written description of the admission requirements and procedures, tuition fees, and other costs of the Emergency Medical Services program is made available to potential students.

EMERGENCY MEDICAL SERVICES

ADMISSIONS
(Evaluation and Planning)

Standard Statement

An evaluation of the admission requirements of the Emergency Medical Services program is conducted.

Explanatory Comment

The admission requirements of the Emergency Medical Services program are compatible with the admissions policies and procedures of the institution.

Evaluative Criteria

Emergency Medical Services program admission requirements are evaluated annually to assure compliance with Georgia Board of Technical and Adult Education policies and standards and designated accrediting agency requirements.

The administration, with input from the program faculty and advisory committee, conducts an annual evaluation of Emergency Medical Services program admission requirements to assess their adequacy in meeting the needs of the students, community, and employment market.

The evaluation results are used to modify the admissions procedures of the institution and to suggest Emergency Medical Services program admission changes to the Georgia Board of Technical and Adult Education, as needed.

EMERGENCY MEDICAL SERVICES

PROGRAM STRUCTURE
(Curriculum Design)

Standard Statement

The curriculum of the Emergency Medical Services program includes four categories of instruction: general core courses, fundamental occupational/technical courses, specific occupational/technical courses, and elective courses.

Explanatory Comment

General core courses and fundamental occupational/technical courses provide the academic and occupational/technical background that supports the specific occupational/technical and elective courses.

Evaluative Criteria

The Emergency Medical Services program requires student completion of general core courses such as math, language skills, and other courses required by the Georgia Board of Technical and Adult Education.

The Emergency Medical Services program requires student completion of fundamental occupational/technical courses in introductory concepts, principles, and technologies that provide the foundations for the given occupation and related fields.

The Emergency Medical Services program requires student completion of specific occupational/technical courses that build on the foundations provided in the fundamental occupational/technical courses.

Emergency Medical Services program students are offered the opportunity to take state-approved elective courses in order to develop their individual interests.

EMERGENCY MEDICAL SERVICES

PROGRAM STRUCTURE
(Program Numbering System)

Standard Statement

A Classification of Instructional Programs (CIP) code is applied to the Emergency Medical Services program.

Explanatory Comment

Assignment of a statewide CIP code to every diploma/degree program is the basis for consistent program identification.

Evaluative Criteria

The Emergency Medical Services program is assigned a (PGM) CIP code of (PGM) 17.0206 and is consistent with all other programs throughout the state which have the same CIP code.

EMERGENCY MEDICAL SERVICES

PROGRAM STRUCTURE
(Program Consistency)

Standard Statement

The Emergency Medical Services program utilizes essential course components consistent with statewide program requirements.

Explanatory Comment

Programs assigned an identical (PGM) CIP code are consistent statewide.

Evaluative Criteria

The Emergency Medical Services program is assigned a (PGM) CIP code of (PGM) 17.0206 and utilizes essential components designated for that program number statewide. Program components include but are not limited to:

a) Program Title

Emergency Medical Services

b) Program Description

The Emergency Medical Services program prepares students for employment in paramedic positions in today's health services field. The Emergency Medical Services program provides learning opportunities which introduce, develop, and reinforce academic and occupational knowledge, skills, and attitudes required for job acquisition, retention, and advancement. The program provides opportunities to upgrade present knowledge and skills from the basic EMT level to retrain as a paramedic. Graduates of the program receive an Emergency Medical Services diploma and are eligible to sit for the paramedic certification test.

EMERGENCY MEDICAL SERVICES

c) Essential Courses			Credits
1) Essential General Core Courses			8
ENG	101	English	5
MAT	100	Basic Mathematics	3
2) Essential Fundamental Occupational Courses			17
EMS	103	Introduction to the Paramedic Profession	4
EMS	105	Fluids, Electrolytes, and Shock	2
EMS	106	General Pharmacology	2
EMS	107	Respiratory Function and Management	4
EMS	109	Trauma	5
3) Essential Specific Occupational Courses			34
EMS	108	Cardiology	9
EMS	111	Medical Emergencies I	3
EMS	112	Medical Emergencies II	3
EMS	113	OB/GYN	1
EMS	114	Pediatrics	2
EMS	116	Behavioral Emergencies	1
EMS	118	Clinical Application of Advanced Emergency Care	12
XXX	xxx	Occupational or Occupationally Related Electives	3

d) Program Final Exit Point

Paramedic, eligible to sit for the certification examination

e) Credits Required for Graduation

59 minimum quarter hour credits required for graduation

EMERGENCY MEDICAL SERVICES

PROGRAM STRUCTURE
(Exit Points)

Standard Statement

The Emergency Medical Services program faculty documents student attainment of identified exit points.

Explanatory Comment

Exit points are the points within the program at which occupational competencies are achieved to qualify students for an entry level position in their field.

A paramedic is a person who has been certified by the Composite State Board of Medical Examiners after having been trained in emergency care techniques in a paramedic training course approved by the Georgia Department of Human Resources (GDHR).

Evaluative Criteria

The faculty of the Emergency Medical Services program monitors, evaluates, and records student progress towards achieving exit point competency levels.

The final Emergency Medical Services program exit point, documented by a diploma, is a paramedic, eligible to sit for the paramedic certification examination.

Emergency Medical Services program potential exit points include a cardiac technician eligible for certification after meeting Georgia Department of Human Resources (GDHR) requirements for cardiac technician certification.

The institution documents completion of Emergency Medical Services exit points with a transcript.

Graduation from the Emergency Medical Services program is dependent upon meeting the requirements of the Georgia Board of Technical and Adult Education.

EMERGENCY MEDICAL SERVICES

PROGRAM STRUCTURE
(Credentials)

Standard Statement

The achievement of Emergency Medical Services program graduates and leavers is documented by the institution.

Explanatory Comment

A program graduate is a student who successfully fulfills all program requirements. A program leaver is a student who exits from the program prior to completion of all program requirements.

Course description documents are based on the course title, the essential course description, the essential competency areas taught, and the number of credits awarded as detailed in the program-specific standards and the listing of state-approved electives.

Evaluative Criteria

The institution grants each Emergency Medical Services program graduate a diploma certifying satisfaction of program requirements.

Upon request, each Emergency Medical Services program graduate is provided a transcript and course description document detailing courses taken, grades, credits earned, and credential awarded.

Upon request, each Emergency Medical Services program leaver who has completed one or more courses is provided a transcript and course description document detailing courses taken, grades, and credits earned.

Upon request, each Emergency Medical Services program leaver who has not completed an entire course is provided a transcript and course description document detailing the course entered and withdrawal.

EMERGENCY MEDICAL SERVICES

PROGRAM STRUCTURE
(Course Code)

Standard Statement

A statewide course identification code is applied to each Emergency Medical Services course.

Explanatory Comment

An alphanumeric identification code is assigned to each course.

All Georgia Board of Technical and Adult Education approved courses are included in the course identification coding system.

Evaluative Criteria

Each course is assigned an alphanumeric descriptor that serves as the statewide course identification code.

The following list contains the Georgia Board of Technical and Adult Education designated course titles and course identification codes of the Emergency Medical Services program.

EMS	103	Introduction to the Paramedic Profession
EMS	105	Fluids, Electrolytes, and Shock
EMS	106	General Pharmacology
EMS	107	Respiratory Function and Management
EMS	108	Cardiology
EMS	109	Trauma
EMS	111	Medical Emergencies I
EMS	112	Medical Emergencies II
EMS	113	OB/GYN
EMS	114	Pediatrics
EMS	116	Behavioral Emergencies
EMS	118	Clinical Application of Advanced Emergency Care
ENG	101	English
MAT	100	Basic Mathematics

EMERGENCY MEDICAL SERVICES

PROGRAM STRUCTURE
(Course Consistency)

Standard Statement

Courses assigned a given course identification code are consistent.

Explanatory Comment

Courses assigned the same course identification code are consistent throughout the state.

One quarter equals a minimum of 50 instructional days. One contact hour equals a minimum of 50 minutes of instruction.

One (l) quarter hour credit is defined as follows:

a) class - One contact hour of class per week for the duration of a quarter equals one quarter hour credit; class is defined as instruction which emphasizes group or individualized classroom learning.

b) demonstration laboratory (D.Lab) - Two contact hours of demonstration laboratory per week for the duration of a quarter equals one quarter hour credit; demonstration laboratory is defined as instruction which emphasizes teacher assisted learning activities.

c) practical performance laboratory (P.Lab) - Three contact hours of practical performance laboratory per week for the duration of a quarter equals one quarter hour credit; practical performance laboratory is defined as instruction which emphasizes structured activities requiring the application and practice of occupational competencies.

d) occupation-based instruction (O.B.I.) - Three contact hours of occupation-based instruction per week for the duration of a quarter equals one quarter hour credit; occupation-based instruction is defined as instruction which emphasizes supervised work-experience activities requiring the application of occupational competencies.

EMERGENCY MEDICAL SERVICES

Evaluative Criteria

Each course assigned a given course identification code utilizes certain components identical to those designated for that course identification code statewide.

Components designated for each course identification code include:

a) course title;
b) essential course description;
c) essential competency areas taught; and
d) number of quarter hour credits awarded for course completion.

EMERGENCY MEDICAL SERVICES

Courses in the Emergency Medical Services program include:

EMS 103 - INTRODUCTION TO THE PARAMEDIC PROFESSION

Introduces the student to the paramedic profession and provides an overview of human systems with emphasis on appropriate medical terminology, systems function, and initial patient management. Discussion of the paramedic profession centers on functions that extend beyond those of the basic EMT. Topics include: the role and responsibilities of the paramedic, the emergency medical services system, medical/legal considerations, emergency medical services communications, major incident response, medical terminology, anatomy and physiology, primary and secondary assessment, and early field management. This course provides instruction on topics in Division I, Sections 1, 2, 3, 4, and 6 and Division II, Sections 1 and 2 of the national curriculum.

Competency Areas	Hours
- Role and Responsibilities of the Paramedic	Class/Week - 4
- Emergency Medical Services System	D.Lab/Week - 1
- Medical/Legal Considerations	Credit - 4
- Emergency Medical Services Communications	
- Major Incident Response	
- Medical Terminology	
- Anatomy and Physiology	
- Primary and Secondary Assessment	
- Early Field Management	

Prerequisite: Provisional admission

EMERGENCY MEDICAL SERVICES

EMS 105 - FLUIDS, ELECTROLYTES, AND SHOCK

Emphasizes the pathophysiology of shock and the functions and characteristics of body fluids. Topics include: cardiovascular anatomy and physiology; fluid and electrolyte balance; and classification, assessment, and management of shock. This course provides instruction on topics in Division II, Section 4 of the national curriculum.

Competency Areas	Hours
- Cardiovascular Anatomy and Physiology	Class/Week - 2
- Fluid and Electrolyte Balance	D.Lab/Week - 1
- Classification, Assessment, and Management of Shock	Credit - 2

Prerequisite: Program admission
Prerequisite/Corequisite: EMS 103

EMS 106 - GENERAL PHARMACOLOGY

Provides a study of the principles and procedures necessary for the proper use and administration of pharmaceuticals in emergency medical care. Topics include: identification of drugs, drug calculations, drug administration techniques and procedures, and drug safety and standards. This course provides instruction on topics in Division II, Section 5 of the national curriculum.

Competency Areas	Hours
- Identification of Drugs	Class/Week - 2
- Drug Calculations	D.Lab/Week - 1
- Drug Administration Techniques and Procedures	Credit - 2
- Drug Safety and Standards	

Prerequisite: Program admission
Prerequisites/Corequisites: EMS 103, EMS 105, MAT 100

EMERGENCY MEDICAL SERVICES

EMS 107 - RESPIRATORY FUNCTION AND MANAGEMENT

Provides an in-depth study of the anatomical and physiological foundation of respiration and the assessment and management of respiratory pathophysiology and distress. Topics include: anatomy and physiology of the respiratory system, respiratory assessment, airway and ventilation management, and respiratory disease. This course provides instruction on topics in Division IV, Section 1 and Division II, Section 3 of the national curriculum.

Competency Areas	Hours
- Anatomy and Physiology of the Respiratory System	Class/Week - 4
- Respiratory Assessment	D.Lab/Week - 1
- Airway and Ventilation Management	Credit - 4
- Respiratory Disease	

Prerequisites: Program admission, EMS 103

EMS 108 - CARDIOLOGY

Emphasizes the study of the cardiovascular system, electrocardiography, and cardiovascular treatment methods. Topics include: cardiovascular anatomy and physiology; principles of electrocardiography; recognition of cardiac dysrhythmias; assessment and management of cardiovascular emergencies; methods of emergency cardiovascular treatment such as pharmacologic intervention, defibrillation, and cardioversion; and ACLS skills. This course provides instruction on topics in Division IV, Section 2 of the national curriculum.

Competency Areas	Hours
- Cardiovascular Anatomy and Physiology	Class/Week - 8
- Principles of Electrocardiography	D.Lab/Week - 2
- Recognition of Cardiac Dysrhythmias	Credit - 9
- Assessment and Management of Cardiovascular Emergencies	
- Emergency Resuscitative Treatment	
- ACLS Skills	

Prerequisites: Program admission, EMS 103

EMERGENCY MEDICAL SERVICES

EMS 109 - TRAUMA

Introduces student to assessment and management of trauma patients. Topics include: systematic approaches to the assessment and management of trauma, such as basic trauma life support (BTLS) and prehospital trauma life support (PHTLS); anatomy and physiology of the integumentary system, the major internal organs, the types of soft tissue injuries and their management, the types of musculoskeletal injuries and their management, and the classification and care of burns. This course provides instruction on topics in Division I, Section 5 and Division III, Sections 1 and 2 of the national curriculum.

Competency Areas	Hours
- Systematic Approaches to the Assessment and Management of Trauma (BTLS, PHTLS) - Anatomy and Physiology of the Integumentary System - Classification and Care of Burns - Rescue	Class/Week - 4 D.Lab/Week - 2 Credit - 5

Prerequisite/Corequisite: EMS 105

EMS 111 - MEDICAL EMERGENCIES I

Provides an in-depth study of the endocrine, nervous, digestive, genitourinary, immune systems, infectious disease, and anaphylaxis. Topics include: assessment and management of endocrine system disorders, assessment and management of nervous system disorders, assessment and management of digestive system and genitourinary system disorders, and anaphylaxis. This course provides instruction on topics in Division IV, Sections 3, 4, 5, 6, and 8 of the national curriculum.

Competency Areas	Hours
- Assessment and Management of Endocrine System Disorders - Assessment and Management of Nervous System Disorders - Assessment and Management of Digestive and Genitourinary System Disorders - Anaphylaxis	Class/Week - 3 Lab/Week - 0 Credit - 3

Prerequisites: EMS 105, EMS 107

EMERGENCY MEDICAL SERVICES

EMS 112 - MEDICAL EMERGENCIES II

Emphasizes the etiology and pathophysiology and in-field management of immune system compromise and infectious disease and toxicologic, environmental, and gerontological emergencies. Topics include: assessment and management of the patient with infectious disease and the utilization of universal precautions; toxicology, alcoholism, and substance abuse disease process; management of environmental emergencies; and geriatrics and gerontology. This course provides instruction on topics in Division IV, Sections 7, 9, and 10 of the national curriculum.

Competency Areas	Hours
- Assessment and Management of the Patient with Infectious Disease - Toxicology, Alcoholism, and Substance Abuse Disease Process - Management of Environmental Emergencies - Geriatrics and Gerontology	Class/Week - 3 Lab/Week - 0 Credit - 3

Prerequisite/Corequisite: EMS 111

EMS 113 - OB/GYN

Provides a study of female reproductive systems, birth processes, and management of OB/GYN emergencies. Topics include: anatomy and physiology of the female reproductive system, normal and abnormal birth processes, assessment and management of OB/GYN emergencies, assessment and management of the newborn, and management of sexual assault victims. This course provides instruction on topics in Division V, Section 1 of the national curriculum.

Competency Areas	Hours
- Anatomy and Physiology of the Female Reproductive System - Normal and Abnormal Birth Processes - Assessment and Management of OB/GYN Emergencies - Assessment and Management of the Newborn - Management of Sexual Assault Victims	Class/Week -1 D.Lab/Week -1 Credit - 1

Prerequisite: EMS 105

EMERGENCY MEDICAL SERVICES

EMS 114 - PEDIATRICS

Provides the student with the necessary knowledge and skills to care for the ill or injured pediatric patient. Topics include: growth and development, specific diseases of the pediatric patient, approach to and assessment of the pediatric patient, and management of the pediatric patient. This course provides instruction on topics in Division IV, Section 11 and Division V, Section 1 of the national curriculum.

Competency Areas	Hours
- Growth and Development	Class/Week - 2
- Specific Diseases of the Pediatric Patient	D.Lab/Week -1
- Approach to and Assessment of the Pediatric Patient	Credit - 2
- Management of the Pediatric Patient	

Prerequisites: EMS 105, EMS 107, EMS 108, EMS 109

EMS 116 - BEHAVIORAL EMERGENCIES

Provides an overview of the assessment and management of behavioral emergencies as they pertain to prehospital care. Topics include: communication skills and crisis intervention, assessment and management of the adult and adolescent patient with behavioral emergencies, management of the violent patient, management of the suicidal patient, medical/legal considerations, and stress management. This course provides instruction on topics in Division 6, Section 1 and Division 1, Section 7 of the national curriculum.

Competency Areas	Hours
- Communication Skills and Crisis Intervention	Class/Week - 1
- Assessment of the Adult and Adolescent Patient with Behavioral Emergencies	Lab/Week - 0
	Credit - 1
- Management of the Violent Patient	
- Management of the Suicidal Patient	
- Medical/Legal Considerations	
- Stress Management	

Prerequisite: Program admission

EMERGENCY MEDICAL SERVICES

EMS 118 - CLINICAL APPLICATION OF ADVANCED EMERGENCY CARE

Provides supervised experience that meets Georgia Department of Human Resources (GDHR) requirements for actual patient care in the hospital and advanced ambulance settings. Simulations in the classroom, experience on an advanced ambulance, and service in a hospital develop assessment and treatment skills. Emphasis is placed on ethics and hospital etiquette, assessment and management of medical emergencies, practice of paramedic roles and responsibilities, and application of patient care skills. This course will be delivered in one, two, three, or four quarters in accordance with technical institution and hospital affiliation agreements. Clinical opportunities will be provided that meet GDHR requirements for clinical experience in the following areas: the emergency department, ICU/CCU, OR/recovery, IV team, pediatrics, nursery, labor/delivery, crisis intervention, morgue, and advanced ambulance. Topics include: ethics and hospital etiquette, care of the critical intensive care patient, intravenous therapy, airway and ventilation management, management of normal and abnormal deliveries, management of the pediatric patient in the emergency department, management of the adult in the emergency department, patient care in an advanced ambulance, and psychological intervention.

Competency Areas	Hours
- Ethics and Hospital Etiquette	Class - 0
- Care of the Critical Intensive Care Patient	O.B.I./Week - 36
- Intravenous Therapy	Credit - 12
- Airway and Ventilation Management	
- Management of Normal and Abnormal Deliveries	
- Management of the Pediatric Patient in the Emergency Department	
- Management of the Adult in the Emergency Department	
- Patient Care in an Advanced Ambulance	
- Psychological Intervention	

Prerequisite: Program admission
Prerequisite/Corequisite: EMS 103

EMERGENCY MEDICAL SERVICES

ENG 101 - ENGLISH

Emphasizes the development and improvement of written and oral communication abilities. Topics include: analysis of writing techniques used in selected readings, writing practice, editing and proofreading, research skills, and oral presentation skills. Homework assignments reinforce classroom learning.

Competency Areas	Hours
- Analysis of Writing Techniques Used in Selected Readings - Writing Practice - Editing and Proofreading - Research Skills - Oral Presentation Skills	Class/Week - 5 Lab/Week - 0 Credit - 5

Prerequisite: Program admission level English and reading competency

MAT 100 - BASIC MATHEMATICS

Emphasizes basic mathematical concepts. Topics include: mathematical operations with whole numbers, fractions, decimals, percents, ratio and proportion, and measurement using common English and metric units. Class includes lecture, applications, and homework to reinforce learning.

Competency Areas	Hours
- Mathematical Operations - Fractions - Decimals - Percents - Ratio and Proportion - Measurement and Conversion	Class/Week - 3 Lab/Week - 0 Credit - 3

Prerequisite: Program admission level math competency

EMERGENCY MEDICAL SERVICES

PROGRAM STRUCTURE
(Course Sequence)

Standard Statement

The Emergency Medical Services program requires students to progress through the four instructional course categories in a developmentally valid sequence.

Explanatory Comment

The four instructional course categories are: general core courses, fundamental occupational courses, specific occupational courses, and elective courses.

A developmentally valid instructional sequence is one in which the student acquires prerequisite knowledge and skills before progressing to more advanced studies.

Evaluative Criteria

The Emergency Medical Services program requires students to complete prerequisite courses prior to enrolling in subsequent courses.

Provisions are made for Emergency Medical Services program students to exempt courses in which they are competent.

The Emergency Medical Services program complies with the required provisional admission, program admission, and/or program admission level competency prerequisites listed below.

The Emergency Medical Services program reflects the suggested course prerequisites and/or corequisites listed below.

(In the list below prerequisites are indicated by [P]
and prerequisites/corequisites are indicated by [P/C].)

Courses		Sequence
EMS 103	Introduction to the Paramedic Profession	[P] Provisional admission
EMS 105	Fluids, Electrolytes, and Shock	[P] Program admission [P/C] EMS 103

EMERGENCY MEDICAL SERVICES

EMS 106	General Pharmacology	[P] Program admission [P/C] EMS 103, EMS 105, MAT 100
EMS 107	Respiratory Function and Management	[P] Program admission, EMS 103
EMS 108	Cardiology	[P] Program admission, EMS 103
EMS 109	Trauma	[P/C] EMS 105
EMS 111	Medical Emergencies I	[P] EMS 105, EMS 107
EMS 112	Medical Emergencies II	[P/C] EMS 111
EMS 113	OB/GYN	[P] EMS 105
EMS 114	Pediatrics	[P] EMS 105, EMS 107, EMS 108, EMS 109
EMS 116	Behavioral Emergencies	[P] Program admission
EMS 118	Clinical Application of Advanced Emergency Care	[P] Program admission [P/C] EMS 103
ENG 101	English	[P] Program admission level English and reading competency
MAT100	Basic Mathematics	[P] Program admission level math competency

EMERGENCY MEDICAL SERVICES

PROGRAM STRUCTURE
(Electives)

Standard Statement

Electives are made available for the Emergency Medical Services program.

Explanatory Comment

Emergency Medical Services program students are provided opportunities to enroll in state-approved elective courses. Elective courses utilize the following components: course title, essential course description, essential competency areas, and number of credits awarded for course completion.

Required courses for a diploma program are available to other diploma programs as elective courses.

Evaluative Criteria

Electives are established utilizing the following process:

a) The administration of the institution, the program faculty, and the program advisory committee cooperate in establishing and utilizing a system to recommend needed and feasible elective courses;
b) The administration of the institution, the program faculty, and the program advisory committee communicate with the statewide program technical committee and appropriate staff of the Georgia Department of Technical and Adult Education concerning the proposed elective(s);
c) The administration of the institution, the program faculty, and the program advisory committee consider revisions and prepare a final elective course proposal;
d) The administration of the institution presents the elective course proposal to the appropriate staff of the Georgia Department of Technical and Adult Education;
e) The staff of the Georgia Department of Technical and Adult Education reviews the proposal using its established criteria for evaluating elective courses.

Electives are made available for the Emergency Medical Services program and elective course work is included in the requirements for program graduation.

EMERGENCY MEDICAL SERVICES

PROGRAM STRUCTURE
(Course Transferability)

Standard Statement

Emergency Medical Services program courses are transferable on the basis of their course identification code.

Explanatory Comment

Courses assigned identical course identification codes include consistent essential competency areas; therefore, resultant credits are guaranteed transferability between programs and institutions under the jurisdiction of the Georgia Board of Technical and Adult Education.

Courses that do not have an assigned course identification code but include similar essential competency areas are selectively transferable.

Evaluative Criteria

Emergency Medical Services program courses assigned designated course identification codes are transferable between programs and institutions under the jurisdiction of the Georgia Board of Technical and Adult Education.

Courses taken outside the Georgia Technical and Adult Education system are selectively accepted for transfer on the basis of similarity in competency areas as determined by the Emergency Medical Services program faculty and admissions officers.

Only those courses in which a grade of C or better was awarded are transferable.

EMERGENCY MEDICAL SERVICES

PROGRAM EVALUATION AND PLANNING
(Program Evaluation)

Standard Statement

A written evaluation procedure is developed and implemented for the Emergency Medical Services program.

Explanatory Comment

Program evaluation procedures vary depending upon the nature of the institution and the program. The administration and program faculty, in association with the program advisory committee, develop and implement program evaluation procedures and data collection techniques that are reasonable and realistic for yearly evaluation purposes.

Emergency Medical Services program faculty and administrative personnel work together to determine student enrollment, attrition, graduation, placement, and performance levels.

Evaluative Criteria

A procedure for continuous Emergency Medical Services program evaluation is developed and implemented by the administration of the institution, the program faculty, and the program advisory committee. Formal evaluation of the Emergency Medical Services program is conducted and documented annually.

The Emergency Medical Services program evaluation procedure is used to determine the extent to which program goals and objectives are achieved.

The Emergency Medical Services program evaluation results are used to determine the adequacy of the existing program to meet current occupational needs.

The Emergency Medical Services program evaluation procedure is used to ascertain the consistency of the philosophy, purpose, goals, and objectives of the program with those of the institution, the Georgia Board of Technical and Adult Education, and the designated accrediting agency(ies).

The Emergency Medical Services program evaluation procedure includes review of student program evaluations, enrollment, attrition, graduation, placement, and student performance levels.

EMERGENCY MEDICAL SERVICES

The Emergency Medical Services program evaluation procedure includes consultation with the program advisory committee, frequent communication with employers, analysis of placement and follow-up data, and collection of other information to evaluate and document program relevance.

Emergency Medical Services program evaluation results are used to plan program improvements.

EMERGENCY MEDICAL SERVICES

PROGRAM EVALUATION AND PLANNING
(Program Planning)

Standard Statement

A written planning procedure is developed and implemented for the Emergency Medical Services program.

Explanatory Comment

The Emergency Medical Services program planning procedure allows responsiveness to the changing needs of the community and employment market.

The Emergency Medical Services program is evaluated at the institutional level by the students, instructors, program advisory committee, and administration; from this documented data, short-range and long-range program planning is developed.

Evaluative Criteria

An Emergency Medical Services program planning procedure is developed and implemented by the administration of the institution and program faculty. Formal planning for the Emergency Medical Services program is conducted and documented annually.

The Emergency Medical Services program planning procedure utilizes program evaluation results to facilitate provision of program offerings of sufficient quality and scope to meet community and employment market needs.

The Emergency Medical Services program planning procedure considers recommendations for program and course continuation, addition, deletion, and/or modification based on needs assessment information and input from the administration of the institution, the program faculty, and the advisory committee.

The Emergency Medical Services program planning procedure considers information from appropriate national, state, and local governmental and non-governmental agencies.

The Emergency Medical Services program planning procedure considers information such as demographic studies, occupational surveys, current curricula, cost estimates, instructor availability, equipment needs, and projected enrollment figures that include special populations.

EMERGENCY MEDICAL SERVICES

The Emergency Medical Services program planning procedure satisfies the program planning requirements of the designated accrediting agency(ies).

EMERGENCY MEDICAL SERVICES

PROGRAM EVALUATION AND PLANNING
(Enrollment, Graduation, and Placement Levels)

Standard Statement

An evaluation of the enrollment, graduation, and placement levels of the Emergency Medical Services program is conducted.

Explanatory Comment

Acceptable Emergency Medical Services program outcomes (enrollment, graduation, and placement levels) are identified in the Evaluation, Planning, and Budgeting (EPB) model.

Evaluative Criteria

Annual evaluation of Emergency Medical Services program enrollment, graduation, and placement statistics is conducted and documented by the administration and program faculty.

Emergency Medical Services program evaluation findings are compared with acceptable outcome levels designated for state evaluation requirements.

Factors contributing to the outcomes of the Emergency Medical Services program are identified and analyzed. Where enrollment, graduation, and/or placement levels are unacceptable, appropriate corrective action is taken.

EMERGENCY MEDICAL SERVICES

PROGRAM EVALUATION AND PLANNING
(Attrition Levels)

Standard Statement

An analysis of the attrition level of the Emergency Medical Services program is conducted and used in evaluating and improving the program.

Explanatory Comment

Attrition level is a measure of the number of students who withdraw from a program prior to completion of graduation requirements.

Attrition levels vary from one type of program to another depending on the nature of the program and the student population. The attrition level of the Emergency Medical Services program is compared with relevant, available national norms and other data.

Evaluative Criteria

Annual evaluation of the attrition level of the Emergency Medical Services program is conducted and documented by the program faculty.

Factors contributing to the attrition level are identified and analyzed, and appropriate corrective action is taken.

EMERGENCY MEDICAL SERVICES

PROGRAM EVALUATION AND PLANNING
(Student Performance)

Standard Statement

An evaluation of the Emergency Medical Services program is conducted based on student achievement levels.

Explanatory Comment

Achievement levels are evaluated on the basis of verified student performance related to academic knowledge, occupational/technical knowledge, and performance skills.

Student achievement levels for the Emergency Medical Services program are determined on the basis of student performance data gathered from tests which are locally developed and conducted during each program of study.

Evaluative Criteria

Annual evaluation of Emergency Medical Services program student achievement levels is conducted and documented by the administration and program faculty.

Factors contributing to student achievement levels are identified and analyzed. Where achievement is low, corrective action is taken to improve the program.

EMERGENCY MEDICAL SERVICES

INSTRUCTIONAL PROGRAM
(Course Content)

Standard Statement

The essential content of each Emergency Medical Services course is consistent statewide for courses having the same course identification code.

Explanatory Comment

Course content is defined in terms of competency areas taught. The program-specific standards of the Georgia Board of Technical and Adult Education detail the essential competency areas for each course identification code.

Evaluative Criteria

The content of each Emergency Medical Services course having a given course identification code includes, but is not limited to, essential competency areas identified for that course identification code.

Competency areas included in the Emergency Medical Services course content reflect advances in the subject area and occupational field and respond to student, community, and employment market needs.

The overall content of each Emergency Medical Services course is consistent with established program goals and objectives.

EMERGENCY MEDICAL SERVICES

INSTRUCTIONAL PROGRAM
(Course Objectives)

Standard Statement

Each Emergency Medical Services program course is constructed on the basis of course objectives.

Explanatory Comment

Course objectives are desired student performance outcomes stated in measurable performance terms.

The Emergency Medical Services program faculty coordinates the planning of course objectives, outlines, and syllabi in an effort to facilitate program efficiency and consistency.

Evaluative Criteria

The objectives of each Emergency Medical Services course are derived from established program objectives.

Emergency Medical Services course outlines and lesson plans are based on course objectives.

EMERGENCY MEDICAL SERVICES

INSTRUCTIONAL PROGRAM
(Course Instruction)

Standard Statement

Suitable instructional techniques and resources facilitate the fulfillment of Emergency Medical Services course objectives.

Explanatory Comment

A wide variety of instructional techniques and resources are used to direct student learning experiences.

Evaluative Criteria

Course outlines, syllabi, and group or individual lesson preparations serve to organize instruction in each Emergency Medical Services classroom and laboratory.

Instructional materials such as competency tests, text books, instruction sheets, audiovisuals, and computer programs are utilized to meet Emergency Medical Services program goals and objectives and enhance instructional effectiveness.

Teaching methods, materials, and procedures make provisions for individual differences, needs, and capabilities. Opportunities for remediation are provided to students as needed.

Student learning experiences include theoretical instruction and practical application of knowledge. The ratio of theoretical to practical instruction depends on the nature of program competencies.

Student progress is systematically monitored, evaluated, and recorded by the Emergency Medical Services program faculty as part of the instructional process.

Desirable employability skills are integrated into Emergency Medical Services course instruction and are modeled by the instructor.

Academic skills are integrated into Emergency Medical Services course instruction and are modeled by the instructor.

A syllabus which outlines course objectives, requirements, content, and evaluation techniques is made available to students enrolled in each Emergency Medical Services course.

EMERGENCY MEDICAL SERVICES

Instructional methods are evaluated routinely, and evidence of improvement is collected and documented by the Emergency Medical Services program faculty.

EMERGENCY MEDICAL SERVICES

INSTRUCTIONAL PROGRAM
(Occupation-Based Instruction)

Standard Statement

The Emergency Medical Services program offers effective occupation-based instructional delivery where appropriate.

Explanatory Comment

Occupation-based instructional delivery systems include educational work experiences, internships, practicums, and other specialized and/or innovative learning arrangements.

Diploma programs that require internships, work experience arrangements, and/or other occupation-based instructional experiences do so on the basis of designated essential competency areas and courses for the given program.

Evaluative Criteria

Any internship, on-the-job training arrangement, or other educational work experience that is an Emergency Medical Services program requirement or elective is:

a) listed as a course having a course identification code;
b) assigned course credit and required tuition;
c) defined by the same requirements for statewide course title, essential course description, and essential competency areas as any other diploma/degree program course;
d) controlled and supervised by the institution, Emergency Medical Services program faculty, and/or the person designated to coordinate work experience courses; and
e) managed through the use of prescribed individual training plans that detail required student learning and performance objectives and appropriate agreements between institutions and work experience supervisors.

EMERGENCY MEDICAL SERVICES

INSTRUCTIONAL PROGRAM
(Evaluation of Students)

Standard Statement

A system for evaluation of students is developed and implemented by the Emergency Medical Services program faculty.

Explanatory Comment

Evaluation of students is based on tests, observations, records, interviews, homework, projects, and/or other evidence of student performance.

Evaluative Criteria

The Emergency Medical Services program system for evaluation of students is consistent with institutional grading policies.

The faculty of the Emergency Medical Services program develops, implements, and disseminates a written system for evaluation of students.

The Emergency Medical Services program system for evaluation of students reflects the philosophy, purpose, goals, and objectives of the program.

The Emergency Medical Services program system for evaluation of students requires use of competency-based measures of student performance.

The Emergency Medical Services program system for evaluation of students requires use of both formative and summative evaluation.

The Emergency Medical Services program system for evaluation of students includes evaluation and documentation of student achievement in both course specific knowledge and practical application.

The Emergency Medical Services program system for evaluation of students includes evaluation and documentation of student achievement in the cognitive, affective, and psychomotor domains.

The Emergency Medical Services program system for evaluation of students is reviewed annually and revised, as necessary.

EMERGENCY MEDICAL SERVICES

INSTRUCTIONAL PROGRAM
(Grading System)

Standard Statement

The Emergency Medical Services program implements statewide grading standards.

Explanatory Comment

Program grading systems vary in detail but are consistent regarding major principles.

Evaluative Criteria

The faculty of the Emergency Medical Services program develops, implements, and disseminates a written grading system that incorporates statewide grading standards.

The grading system reflects the objectives of the Emergency Medical Services program.

The grading system of the Emergency Medical Services program is used to promote student awareness of learning progress.

The grading system of the Emergency Medical Services program bases grades in occupational courses on documented measures of student knowledge, practical application of knowledge, and employability skills.

The grading system of the Emergency Medical Services program establishes passing grades that document student achievement of course competencies at levels acceptable for job entry.

The grading system of the Emergency Medical Services program requires use of a grading scale whereby 90 to 100% is an A, 80 to 89% is a B, 70 to 79% is a C, 65 to 69% is a D, and 0 to 64% is an F.

The grading system of the Emergency Medical Services program recommends the minimum course grade of C required for progress from specified courses to more advanced courses.

The grading system of the Emergency Medical Services program is evaluated annually by the program faculty and revised, as needed.

EMERGENCY MEDICAL SERVICES

INSTRUCTIONAL PROGRAM
(Laboratory Management)

Standard Statement

A system for instructional laboratory management is developed and implemented by the faculty of the Emergency Medical Services program.

Explanatory Comment

An established laboratory management system facilitates productive instructional laboratory operation.

Evaluative Criteria

The faculty of the Emergency Medical Services program develops and implements a written laboratory management system.

The laboratory management system is disseminated to Emergency Medical Services program students and faculty.

Institutional policies regarding safety, liability, and laboratory operation are reflected in the Emergency Medical Services program laboratory management procedure.

The Emergency Medical Services program laboratory management system is consistent with the goals and objectives of the program.

The Emergency Medical Services program laboratory management system maximizes the instructional usefulness of student laboratory experiences. The laboratory management system is designed to meet student needs in learning program competencies.

The Emergency Medical Services program laboratory management system complies with and stresses safety practices, requires that safety instruction precede laboratory instruction, and establishes required safety tests.

The Emergency Medical Services program laboratory management system is developed using input from program faculty, advisory committee members, and, when possible, students.

The laboratory management system is evaluated annually and revised, as needed.

EMERGENCY MEDICAL SERVICES

INSTRUCTIONAL PROGRAM
(Equipment, Supplies, and Materials)

Standard Statement

The furnishings, equipment, supplies, and materials for the Emergency Medical Services program are sufficient, appropriate, and adequately maintained to support safe and effective instruction.

Explanatory Comment

Program equipment, supplies, and materials include items used in a given occupation and items used in the delivery of instruction.

Evaluative Criteria

Current and adequately maintained furnishings, equipment, supplies, and materials are available to meet the instructional goals and performance objectives of the Emergency Medical Services program.

Students in the Emergency Medical Services program are helped to develop transferable occupational skills by using instructional equipment, materials, and supplies that are comparable to those currently used in the occupational field. Equipment reflects quality standards.

The equipment, supplies, and materials used in the Emergency Medical Services program meet or exceed applicable local, state, and federal health and safety standards.

The Emergency Medical Services program makes provisions to ensure that all health and safety equipment, fixtures, materials, and supplies required by local codes, state law, and professional practice are available and maintained in working order.

The Emergency Medical Services program requires that applicable personal safety devices, equipment, and supplies are available, utilized, and maintained in working order.

First aid supplies appropriate for the Emergency Medical Services program are available throughout each program area.

Emergency Medical Services program equipment, supplies, and materials are installed, color coded, controlled, ventilated, and/or stored in accordance with applicable health and safety codes.

EMERGENCY MEDICAL SERVICES

The Emergency Medical Services program implements an equipment, materials, and supplies management system that delineates proper procedures for purchasing, maintaining, locating, storing, inventorying, securing, distributing, repairing, replacing, and safely using instructional items.

The Emergency Medical Services program utilizes its advisory committee and other inputs in implementing annual evaluation and planning procedures to maintain or improve the adequacy, safety, and management of equipment, materials, and supplies.

EMERGENCY MEDICAL SERVICES

INSTRUCTIONAL PROGRAM
(Physical Facility)

Standard Statement

The Emergency Medical Services program is provided with adequate and appropriate facilities.

Explanatory Comment

The facilities for the Emergency Medical Services program vary depending on enrollments, learning activities involved, instructional equipment used, indoor and/or outdoor instruction involved, and other factors.

Evaluative Criteria

Space allocations for the Emergency Medical Services program are appropriate for the number of students enrolled and the type of instructional activity involved.

The physical facilities for the Emergency Medical Services program are designed to facilitate instructional delivery, allow program flexibility, accommodate instructional management, protect students and staff against safety hazards, protect equipment from loss or damage, provide accessibility to all students, and create a positive atmosphere for effective learning.

The physical facilities for the Emergency Medical Services program are arranged to separate noise-producing activities from those that require a quiet environment, to expedite student traffic flow, and to prevent disruption of instruction.

Water, electricity, and other utilities are safely and conveniently provided to the Emergency Medical Services program on the basis of instructional needs.

The Emergency Medical Services program is provided with lighting, heating, cooling, ventilation, and any specialized control systems needed to maintain healthy and safe working conditions and meet instructional requirements.

The physical facilities for the Emergency Medical Services program include classrooms, laboratories, and/or other specialized learning areas needed to meet instructional requirements.

EMERGENCY MEDICAL SERVICES

The institution provides adequate and appropriate non-instructional facilities including offices, restrooms, storage areas, and any other specialized areas needed to meet Emergency Medical Services program needs.

The facilities for the Emergency Medical Services program are maintained regularly and operated effectively and cost efficiently.

The Emergency Medical Services program faculty and advisory committee conduct an annual facility evaluation which contributes to the overall institutional facility review process.

EMERGENCY MEDICAL SERVICES

ACADEMIC SKILLS
(Academic Requirements)

Standard Statement

Academic achievement standards are established for the Emergency Medical Services program.

Explanatory Comment

Examples of academic skills include, but are not limited to, communication skills, reading comprehension skills, and computation skills.

Developmental studies assist students to improve skills such as language usage, reading, and computation prior to regular program admission.

Evaluative Criteria

The Emergency Medical Services program utilizes academic achievement standards for admission that reflect skills necessary for successful participation in the instructional program.

The institution offers developmental studies to students who do not meet academic achievement standards for program admission.

The institution offers a required general core curriculum consisting of academic instruction.

Opportunities for academic remediation are provided to students while enrolled in Emergency Medical Services program courses.

The Emergency Medical Services program utilizes academic evaluation achievement standards that reflect skills necessary for successful performance on the job.

Where a state-approved evaluation has not been established, evaluation of essential academic skills is conducted according to standards developed by the local program faculty.

EMERGENCY MEDICAL SERVICES

EMPLOYABILITY SKILLS
(Job Acquisition)

Standard Statement

Job acquisition competency areas are integrated into the curriculum of the Emergency Medical Services program.

Explanatory Comment

Employability skills refer to the basic academic, interpersonal, reasoning, and problem solving skills that, when transferred to the occupational setting, facilitate job acquisition, retention, and advancement.

Job acquisition competency areas consist of essential employability skills that directly influence the ability to obtain employment.

Evaluative Criteria

The Emergency Medical Services program faculty ensures that job acquisition competency areas are included in the curriculum.

Job acquisition competency areas include, but are not limited to, the following:
a) job search;
b) job application and resume preparation;
c) interviewing; and
d) job marketing.

Job acquisition skills included in the Emergency Medical Services curriculum are in accordance with Georgia Department of Human Resources accreditation criteria and curricular guidelines.

The Emergency Medical Services program faculty utilizes job follow-up data, current research, and the expertise of the program advisory committee to evaluate and update the delivery of program employability skills training.

The Emergency Medical Services program faculty assists in providing student employment information to the job placement office.

The Emergency Medical Services program faculty encourages and guides students in preparing occupationally appropriate job acquisition and job marketing materials.

EMERGENCY MEDICAL SERVICES

The media collection includes multi-media employability information appropriate for classroom and individual student use.

EMERGENCY MEDICAL SERVICES

EMPLOYABILITY SKILLS
(Job Retention and Advancement)

Standard Statement

Job retention competency areas are integrated into the curriculum of the Emergency Medical Services program.

Explanatory Comment

Employability skills refer to the basic academic, interpersonal, reasoning, and problem solving skills that, when transferred to the occupational setting, facilitate job acquisition, retention, and advancement.

Job retention and advancement competency areas consist of desirable job performance skills and attitudes that directly influence the ability to maintain employment or achieve an improved employment role.

Evaluative Criteria

Job retention and advancement skills included in the Emergency Medical Services curriculum are in accordance with Georgia Department of Human Resources accreditation criteria and curricular guidelines.

The Emergency Medical Services program faculty ensures that job retention and advancement competency areas are included in the curriculum.

The Emergency Medical Services program curriculum stresses professional job performance required for maintaining and advancing in a job.

The Emergency Medical Services program curriculum stresses professional attitudes required for maintaining and advancing in a job.

Standard Number:
48-08-01

EMERGENCY MEDICAL SERVICES

STAFF
(Faculty Qualifications and Responsibilities)

Standard Statement

Qualified faculty are responsible for carrying out the purpose, goals, and objectives of the Emergency Medical Services program.

Explanatory Comment

Essential faculty qualifications and responsibilities are detailed in the Certification Manual and the program-specific standards established by the Georgia Board of Technical and Adult Education.

Evaluative Criteria

The qualifications for each Emergency Medical Services program part-time or full-time faculty member meet the requirements specified in the Certification Manual of the Georgia Board of Technical and Adult Education, as appropriate, and the requirements of the designated accrediting agency(ies).

The responsibilities of each Emergency Medical Services program part-time or full-time faculty member are in compliance with the requirements specified in the Georgia Board of Technical and Adult Policy Manual and are in conformance with the requirements of the designated accrediting agency(ies).

The faculty of the Emergency Medical Services program use annual staff development opportunities to assure achievement of occupational and instructional competency.

EMERGENCY MEDICAL SERVICES

ADVISORY COMMITTEE
(Function)

Standard Statement

A program advisory committee provides expert support for the Emergency Medical Services program.

Explanatory Comment

A program advisory committee is established to promote interaction between the Emergency Medical Services program and businesses and health services served by the program.

Faculty use the expertise of the advisory committee to improve program content and operation.

Evaluative Criteria

The Emergency Medical Services program advisory committee assists with developing short-range and long-range plans.

The Emergency Medical Services program advisory committee provides advice regarding curriculum content to ensure that courses relate to present and future employment needs.

The Emergency Medical Services program advisory committee makes suggestions regarding the modification, addition, or deletion of course offerings.

The Emergency Medical Services program advisory committee supports the program through public relations activities.

The Emergency Medical Services program advisory committee makes recommendations regarding the design and use of physical facilities.

The Emergency Medical Services program advisory committee makes recommendations regarding the selection and maintenance of equipment.

The Emergency Medical Services program advisory committee assists in evaluation of program effectiveness, job development, job placement, program promotion, evaluation in relation to standards, program advocacy, and health services support of the program.

EMERGENCY MEDICAL SERVICES

The Emergency Medical Services program advisory committee submits its recommendations regarding program related changes to the appropriate state-level technical committee for review on an annual basis.

The Emergency Medical Services program faculty provides documented evidence that program advisory committee recommendations are considered and that specific action is taken on each recommendation.

EMERGENCY MEDICAL SERVICES

ADVISORY COMMITTEE
(Membership)

Standard Statement

The membership of the Emergency Medical Services program advisory committee is representative of the community and employment market served by the program.

Explanatory Comment

The Emergency Medical Services program advisory committee is composed primarily of persons in the health services field served by the program and includes persons within the community and employment market who positively impact the program.

Evaluative Criteria

The faculty of the Emergency Medical Services program, in cooperation with the administration of the institution, selects the advisory committee.

The Emergency Medical Services program advisory committee includes a cross-section of representatives from program-related businesses and health services.

The Emergency Medical Services program advisory committee includes program-related business and profession representatives who have varying occupational positions.

The Emergency Medical Services program advisory committee includes faculty as ex officio members.

The Emergency Medical Services program advisory committee is composed of a minimum of five members.

The Emergency Medical Services program advisory committee maintains a base of experienced members while acquiring new members.

The Emergency Medical Services program advisory committee members are recognized for their dedication and effort to improve the quality of education.

EMERGENCY MEDICAL SERVICES

ADVISORY COMMITTEE
(Meetings)

Standard Statement

Emergency Medical Services program advisory committee meetings have a planned program of work.

Explanatory Comment

Regularly scheduled formal advisory committee meetings focus on planning, developing, implementing, and evaluating the Emergency Medical Services programs.

Evaluative Criteria

The Emergency Medical Services program advisory committee has an annual program of work on file.

The Emergency Medical Services program advisory committee meets a minimum of two times annually on a scheduled basis.

The Emergency Medical Services program advisory committee elects officers, including a chairperson and a secretary.

The Emergency Medical Services program advisory committee follows an agenda which is distributed to members prior to each meeting.

The chairperson of the Emergency Medical Services program advisory committee assists program faculty in developing the agenda for each meeting.

The Emergency Medical Services program advisory committee maintains minutes indicating date, agenda, members present, and recommendations.

Minutes are distributed to each Emergency Medical Services program advisory committee member prior to each meeting.

The Emergency Medical Services program advisory committee maintains an open file of minutes and other necessary documents for a minimum of three years.

EMERGENCY MEDICAL SERVICES

The Emergency Medical Services program advisory committee members are invited to make periodic classroom visits to the institution.

The Emergency Medical Services program advisory committee has a quorum present to conduct business.

EMERGENCY MEDICAL SERVICES

SPECIAL NEEDS
(Commitment)

Standard Statement

The Emergency Medical Services program is committed to providing occupational education to special needs students.

Explanatory Comment

Special needs students are those who are academically and/or economically disadvantaged, are physically and/or mentally handicapped, or are national origin minority students with limited English language skills.

The special needs requirements of the Georgia Board of Technical and Adult Education meet or exceed all relevant local, state, and federal legislation.

Special needs legislation includes, but is not limited to, mandates for auxiliary aids to students, removal of architectural and equipment barriers, and non-restrictive career counseling.

Evaluative Criteria

Special needs policies and operational procedures that comply with current local, state, and federal special needs legislation are implemented in the Emergency Medical Services program.

Students who are academically and/or economically disadvantaged are provided special services and assistance to enable them to succeed in the Emergency Medical Services program.

Students who have physical and/or mental impairments are provided special services and assistance to enable them to succeed in the Emergency Medical Services program.

Students who are national origin minority students with limited English language skills are provided special services and assistance to enable them to succeed in the Emergency Medical Services program.

Emergency Medical Services program faculty are prepared, through staff development education, to provide assistance for students with special needs.

EMERGENCY MEDICAL SERVICES

All special needs personnel meet Georgia Board of Technical and Adult Education certification requirements.

Course objectives within the Emergency Medical Services program are utilized as the basis for developing an Individualized Education Program (IEP) for each handicapped student under 21 years of age enrolled in the program.

EMERGENCY MEDICAL SERVICES

EQUITY
(Commitment)

Standard Statement

The Emergency Medical Services program affords equal access and opportunities to all qualified students and staff.

Explanatory Comment

Equal access and equal opportunity refer to the prohibition of discrimination on the basis of race, color, national origin, religion, sex, age, or handicapping condition in educational programs, activities, and employment.

The equal access and equal opportunity requirements of the Georgia Board of Technical and Adult Education meet or exceed all relevant state and federal legislation.

Equal access and equal opportunity legislation includes, but is not limited to, mandates for: equitable admissions practices, counseling, employment, grievance procedures, and leave; nondiscriminatory recruitment and promotional materials; and public notification of nondiscrimination.

Evaluative Criteria

The nondiscrimination commitment of the Emergency Medical Services program complies with current Georgia Board of Technical and Adult Education policy and state and federal law.

A written institutional policy that ensures equal access to all qualified students who can safely benefit from instructional services regardless of race, color, national origin, religion, sex, age, or handicapping condition is implemented in the Emergency Medical Services program.

EMERGENCY MEDICAL SERVICES

HEALTH AND SAFETY
(Commitment)

Standard Statement

The Emergency Medical Services program provides a safe and healthy environment for students and staff.

Explanatory Comment

References for proper health and safety conditions, equipment, practices, and procedures are available in Georgia Board of Technical and Adult Education policy and local, state, and federal law. Emergency and disaster plans, accident reports, and fire drill procedures are outlined in information from the State Fire Marshall's Office, the Civil Defense Division, and the Georgia Department of Human Resources.

Health and safety facility and equipment provisions required by the Georgia Board of Technical and Adult Education meet or exceed appropriate local, state, and federal law.

Evaluative Criteria

The physical facility, furnishings, equipment, supplies, and practices of the Emergency Medical Services program meet or exceed appropriate local, state, and federal health and safety standards.

Proper health and safety practices are developed, implemented, and integrated into the Emergency Medical Services program.

The Georgia Board of Technical and Adult Education does not discriminate on the basis of age, sex, race, color, religion, national origin, or handicap in its educational programs, activities, or employment policies.